

Curriculum RP-7

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ONTARIO  
DEPARTMENT OF EDUCATION

# GEOGRAPHY

COURSES FOR THE FOUR-  
AND TWO-YEAR PROGRAMMES

THE FOUR-YEAR PROGRAMME

GRADE 9

*Australia, Antarctica, Africa, British Isles*

GRADE 10

*Lands and Peoples of Eurasia*

GRADE 11

*Canada and the United States*

GRADE 12

*World Economic Geography*

THE TWO-YEAR PROGRAMME

*Students taking the Two-Year Programme will study the courses for  
Grades 9 and 10 as indicated above.*

*These courses are experimental in that they will be subject to review.  
Suggestions for their improvement will be welcomed.*



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## PREFACE

### INTRODUCTION

“The function of Geography in school is to train future citizens to imagine accurately the conditions of the great world stage so that they may think sanely about political and social problems of the world”.<sup>1</sup>

“That is the full task of the geographer: to interpret the facts of distribution, to correlate the life of man with his environment, to explain the interaction of human and natural agencies”.<sup>2</sup>

The geography that we teach to the students must be the geography of geographers, even though it be often elementary and always carefully selected. It must recognize the physical and human aspects of geography as well as the economic and keep a balance between them. It must also provide the students with opportunities for interpretation, for without interpretation and explanation there is no geography.

Unless students can be helped to visualize as accurately as possible the areas which they are attempting to understand, the results will be disappointing.

“We should approach the study of an area as if we were exploring it ourselves, and move on to the analysis and examination of relationships only when we have fully established the feeling that we have dissected what we know”.<sup>3</sup>

R.C. Honeybone says that, “the best way to study geography is to go out with a notebook and a map and to record by sketches, diagrams, maps, and words what you have seen. After you have recorded the information in your notebook you have to try to explain the facts you have noticed”.<sup>4</sup>

The practice of one of the greatest geographers of recent years, Sir Halford Mackinder was to travel wild countries and climb mountains, to read widely and converse with specialists, and then to think deeply over all he had seen. After that he wrote his findings. Of course, our students do not often have the opportunity to study geography first hand. That gives teachers the responsibility of creating situations which will help give a sense of reality — specimens, photographs, slides, filmstrips, motion pictures, maps, diagrams, graphs, charts, statistics, and travellers’ accounts.

<sup>1</sup> Fairgrieve, James: Geography in School, University of London Press, 1930, p.18

<sup>2</sup> Debenham, Frank: The Use of Geography, British Book Service, 1950, p.14-15

<sup>3</sup> Breault, E.W.H., and Shave, D.W.: Geography In and Out of School, Clarke Irwin, 1960, p.17

<sup>4</sup> Honeybone, R.C.: Britain and Overseas, British Book Service, 1960.

## PROCEDURES

The place of geography in the school curriculum will be determined largely by the methods which are used to present the subject. The outline of the course is an arrangement of the content, and does not necessarily indicate the procedure to be followed. The subject lends itself to varied methods. The oral lesson aided by graphic developmental techniques and atlas analysis is one of the most effective. Most lessons should involve the interpretation of one or more of the visual aids mentioned earlier. Especially important are specimens, photographs, colour slides, filmstrips, and topographic and other large scale maps. The short (10 to 12 minutes) instructional motion picture can be used effectively to present ideas in geography lessons. Geography loses effectiveness and interest if generalizations are presented too early; teaching is most effective when students are guided to reach their own conclusions and generalizations. The teacher should aim to develop exactness and to encourage creative effort from map work; to inspire a feeling of reality from regional studies; to give a sense of toleration and appreciation by a comparative study of conditions and peoples in other lands.

The geography of the local area and of Canada should be used wherever useful. At the start of each course and whenever it will serve a purpose at certain places in daily lessons, the teacher should use examples from the local area or some other area of Canada for purposes of comparison and illustration.

Supplementary reading from books of travel and exploration, and from books containing descriptions from original sources, will greatly stimulate an interest in the subject.

The type of geography which stresses reality while at the same time requiring interpretation can make useful contribution to a general education. It can contribute to both the present and future personal development of students, for the student who learns to think geographically will be better fitted to think intelligently about what he reads, sees and learns.

Through their study of geography, the students will become aware of the earth's resources and their distribution. Also, through the study of geography they should appreciate that while man lives in quite different environments, he makes characteristic responses to similar conditions in widely separated places. The students should begin to understand that with technological advances man is often able to modify his environment to make it more productive. For instance, poor soils can be made more productive through the use of artificial fertilizer and proper crop rotation. Where soils are fertile, but rainfall deficient, water can be brought in so that crops can be grown.

Furthermore, students should understand how man must consider factors in his environment if he is to live successfully. The farmer must consider the adequacy of the rainfall, the distribution of rainfall throughout the year, the length of the growing season, the type and fertility of the soil, and other factors of a physical nature. He must also study the type, the cost, and the speed of transporting goods. He must not forget the size and availability of markets, competition from other sources, and other relevant factors. The industrialist will be very much interested in power facilities, raw materials and their accessibility, transportation facilities, labour pool, markets as well as many other factors.



## MAPS

The map is the most distinctive symbol of geography. It is a tool used for expressing and interpreting geographical facts and relationships. The study of maps and map reading which began in the elementary school should be continued and developed. Only when pupils can visualize the reality represented by map symbols does the atlas become a useful book. Each pupil should own a good atlas, which should be used during the study of each topic. Wall maps and chalkboard maps will supplement the use of the atlas. A convenient method of making good outline maps on the blackboard is to trace them from map slides projected on the blackboard by means of a chalkboard liner pencil.

## LESSON RECORDS

It should be emphasized that an essay-type note is just one way of making a record. There are many other types of records. With such a variety of means of recording there should be scope for all types of ability.

1. At one level there is the collection, the methodical arrangement and correlation of specimens – rock samples, soil samples, rocks, flowers, and the like.
2. Where observations are carried out on such elements of the environment as mountains, deltas, or harbours, the collection might include drawings, photographs or short descriptions.
3. A rather different form of recording is the distribution map. On a prepared outline map information is recorded using conventional symbols.
4. The sketch map presents a selection of data in order to make clear a certain point of view. Outlines are simplified and features stylized to aid clarity in presenting conclusions. A field sketch, although somewhat similar, is as faithful a representation as possible of what the observer sees. This type of work requires a precision of observation not required in most other activities.
5. Special devices such as cross-sections, graphs, flow charts, diagrams, should be used wherever they are helpful.
6. As suggested earlier students must also be able to write clear explanations and vivid descriptions. Even though the geographer can often express himself clearly and concisely through maps, this does not relieve him from the obligation of acquiring skill in the clear and pleasant use of his mother tongue. It is the responsibility of every geography teacher, in spite of the limited number of periods allotted, to aid the English programme.
7. The topical outline is often a desirable substitute for a summary. The notebook, then, should contain mainly sketch maps, graphs, diagrams, cross-sections, charts, topical outlines, and brief explanations. The notebook should be a permanent record of the pupil's work, useful both for study and for reference. It should never try to duplicate the textbook. Students should not be allowed to develop their records in two sections – one for maps and other graphic work, the other for written notes.

## **GEOGRAPHY ROOM AND EQUIPMENT**

A well-planned geography room is conducive to good geography teaching. It should be equipped with blackout drapes and projectors for showing flat pictures, slides, filmstrips, and motion pictures. It should also be equipped with wall maps, a globe, a large display board, a display cabinet, a tracing table and ample storage space (preferably a work and storage room). A wide variety of large scale maps and reference books is desirable.

## **SUGGESTED PREPARATORY STUDIES FOR THE GRADES 9 AND 10 GEOGRAPHY COURSES**

Teachers are urged to consider the advantages of beginning with local studies in grades 9 and 10. Such local studies would include the use of large scale maps (topographic sheets, road and county maps), industrial reports, and simple field observations where possible. Introductory atlas lessons would do much to help the students regain map skills learned earlier, as well as to introduce new skills appropriate at the grade 9 and 10 level.

Within approximately five lessons a teacher might develop with his grade 9 class the position and physical environment of the local region. This would leave the region's economic geography as an appropriate introduction for the grade ten course.

In both grades some aspect of local geography could be used as a starting point to lead from what is real and familiar to what is less real and less familiar, — a measuring rod by which to judge those areas which cannot be visited but must be described and analysed.

## **GEOGRAPHY**

### **Grade 9**

#### **PART A: AUSTRALIA, NEW ZEALAND, ANTARCTICA**

##### **AUSTRALIA**

###### **1. Introduction: Place and People**

A consideration of these two topics will help the students answer the important questions “where” and “who”. It will also provide a background for the more intensive studies to follow.

- (a) **Place:** Location in the southern hemisphere — isolation and insularity; seasons, the reverse of those in the northern hemisphere; distances from Canada, Great Britain, and other selected places; size in relation to known areas such as Canada and Europe.
- (b) **People:** Distribution of population; The Australian Aborigine and his way of life; European exploration and early settlements; early development of the resources as an inducement to immigration, e.g., sheep, gold.

###### **2. The Dry Interior: Central and Western Australia**

- (a) **Surface features:** Climate, and vegetation (maps, diagrams, and pictures to illustrate).
- (b) **A Sheep Station and/or A Cattle Station:** Size, layout and buildings; work of people from season to season; importance of artesian water; location of artesian basins; effect of high temperatures on the distribution of cattle and sheep; importance of sheep to the economy of Australia.
- (c) **Transportation in Central Australia:** Getting the cattle and sheep to the coast for processing and export.
- (d) **Mining:** At Kalgoorlie, Mooney, and other centres.

###### **3. The Murray-Darling Basin**

- (a) **Location and topography of the basin.**
- (b) **A study of a representative farm which emphasizes wheat and fruit growing.**
- (c) **Irrigation in the Murray-Darling basin (compare with irrigation in the Prairie Provinces).**
- (d) **Changing land use from east to west; reasons for changes, both physical and economic.**

###### **4. “Mediterranean” Australia (areas around Adelaide and Perth)**

- (a) **Typical land use in these areas.**
- (b) **Climatic conditions such as sunshine, low humidity, high temperatures which lead to such crops as grapes, citrus fruits.**
- (c) **The two important cities of Mediterranean Australia — Perth and Adelaide.**

### 5. The South-East Coastal Areas and Tasmania

- (a) Sydney, Melbourne and Hobart as representative cities; factors which have aided their growth — situation, trade, agriculture and mining, industrial development.
- (b) Canberra, a planned capital.
- (c) Australia's steel industry: Location of steel mills; sources of basic requirements — coal, iron ore, limestone; importance of this industry to Australia.
- (d) Agriculture: A changing land use from tropical Queensland to mid-latitude Tasmania.

### 6. Australia in the World To-day

- (a) A World Trader: Importance of maintaining export trade of agricultural products.
- (b) Importance of industrial development to Australia and neighbouring regions.
- (c) The need for a greater population: White Australia Policy.

## NEW ZEALAND

### 1. Introduction

- (a) Trade: Types of goods exported and imported.

### 2. The Setting

- (a) Surface features: Distribution of mountains and plains; description of scenic features of both islands including hot springs, volcanoes, glaciers, fiord coastline.
- (b) Rainfall and Temperature: Relation to position and relief with emphasis upon those aspects which have affected the economic development of New Zealand, e.g. power development, land use.

### 3. Farming

- (a) Study of a New Zealand Sheep farm: Discuss factors which have aided the development of this type of farming; compare and contrast with Australian sheep station.
- (b) Distribution of dairy farming and other branches of farming: Compare and contrast with Australia.

### 4. Manufacturing

- (a) Types of goods manufactured in New Zealand (relate to local resources); reasons for slow development of manufacturing; importance of Commonwealth markets at expense of nearby southeast Asia.



## ANTARCTICA

### 1. Exploration of the Continent

- (a) Explorers describe a continent: Ross, Scott, Shackleton, Amundsen, Byrd, Fuchs, Hillary.
- (b) Scientific studies during the I.G.U. year extend and clarify our knowledge of the continent.

### 2. Knowledge Gained

- (a) Animal life: Penguins, whales, seals, primitive plant life.
- (b) Climate: Ideas aided by weather stations.
- (c) Nature of the continental ice sheet.
- (d) Determining of size and shape complicated by ice "cap".

### 3. Importance of Antarctica

- (a) For weather research; whaling.
- (b) Possible source of minerals.

## PART B: AFRICA

### UNIT I: INTRODUCTION

1. The Dark Continent becomes the emergent continent (two reference maps, one in 1900 and one in 1961 to show growth of independent countries) (names of independent countries to be learned in regional studies, not necessarily here).
2. Location: Astride equator and extending to similar latitudes north and south.
3. Size: Comparison of north-south and east-west distances by map study, comparison of size with Canada and other continents.
4. Surface features: General pattern only showing the great tableland, the narrow coastal plains, the basins, the rift valley and the mountains; details of landforms to be included in the regional studies; the major lakes and rivers.

### UNIT II: NORTHWEST AFRICA

#### 1. Introduction

- (a) Influence of location on region: The Mediterranean Sea, a link to the lands around it; the Sahara, an effective barrier on the South.
- (b) Influence of peoples who have ruled the region: Roman, Arab, Spanish, French.
- (c) Distribution of population in region; total population; proportion of European to native population; map to show political subdivision.

2. Regions of Northwest Africa (Mediterranean Coast, Maritime Atlas, Shotts Plateau, Saharan Atlas, Sahara).

A study of the regions through analysis of maps, photographs, and graphs. This study should emphasize the chief activities of the people of the region in agriculture and mining, and the distribution of these activities should be related to such factors as topography, climate, bedrock, and transportation.

3. Trade

Goods traded: Types of goods traded; location of the best markets; location and function of such cities as Tunis, Algiers, Fez.

### UNIT III: THE SAHARA

1. A study of Desert Peoples in Relation to an Arid Environment

- (a) Nomadic tribes (e.g. Tuaregs): Their wanderings governed by the needs of their animals — water, limited pastures; mobility, a necessity.
- (b) Oasis dwellers, a more settled existence: Sample study of oasis settlement to establish sources of water, crops, kinds of homes, amount of trade, isolation.
- (c) Population distribution.

2. Climate and Desert Landscape

- (a) Temperature and rainfall conditions of Sahara; winds (simon, sirocco).
- (b) Typical scenery of the desert — topography, different types of desert.
- (c) Effect of sun upon landscape (heating and cooling).
- (d) Effect of wind upon desert (dunes, sand blast).
- (e) Effect of infrequent thunderstorms (wadis).

3. Travel and Transportation

Caravan routes (declining in importance), trading centres on caravan routes, trans-Saharan bus service, air routes.

4. The Future of the Sahara

Mineral resources — oil; expansion of irrigation

### UNIT IV: LANDS OF THE NILE BASIN

- 1. The Nile River System: A study of the Nile, its tributaries and its basin, using atlas and photographs, from the upper reaches to the Mediterranean Sea; relationship of population to the Nile; location of major cities in relation to Nile.

2. The waters of the Nile: A study of the climate of the region in order to understand the floods of the Nile; attempts to use the waters of the Nile — basin and perennial irrigation.
3. Agriculture and the Nile Valley: Farm ownership, past and present; cash crops and food crops; three-crop yearly cycle — reason, times of planting, relation to flood crest.
4. Trade and Transportation: Travel along Nile — dhow, felucca, barge, river cruiser; location of railways; Suez Canal.

## UNIT V: WEST AFRICA

1. Introduction: Map and picture analysis to reveal transition from mangrove coast to semi-desert, to show the varied topography, to illustrate the way of life of the people.
2. The Coastal Forest Section
  - (a) Agriculture: A study of native farms and their typical crops with emphasis on cacao, palm oil; development of plantations (cacao, palm oil, rubber) in contrast to independent native farms.
  - (b) Forests of valuable hardwoods: other forest products — copra, piassava.
  - (c) Fishing: dependence of many coastal people upon fishing.
3. The Savanna Section
  - (a) Agriculture: types of farming — settled crop producers, semi-nomadic herders; round-the-year activities of the farmers to show importance of rainfall; important crops — peanuts, cotton; irrigation along upper Niger and Volta.
4. Other Resources of the Region
  - (a) Minerals: bauxite, manganese, iron ore, tin, and others; importance to the region.
  - (b) Water power: The Volta river project.
5. Transportation and trade: location and extent of railways; importance in transporting raw materials to coast; harbour facilities — difficulties of building good harbours such as Takoradi or Abidjan; importance of trade to this region.
6. A study of village life: for example a Nigerian Village (see list of audio-visual aids).
7. Development of Nations in West Africa: Nations which have come into being recently and their problems.

## UNIT VI: THE CONGO BASIN

1. Introduction: The Congo Lands as Europeans found them with brief reference to early explorers; description of the region — The Congo River; the basin surrounded by plateau; tropical and equatorial vegetation; animals.

2. Native peoples and their adaptation to the environment: nomadic tribes — Pygmies — hunters and collectors; primitive farmers — Bantus — tribes that practice “shifting cultivation”; climate of the Congo Basin — uniformly high temperatures, daily weather pattern with thunderstorms, high humidity.
3. Transportation: developing the Congo river as a link with interior (railways around rapids); importance of Leopoldville as a trading centre; railways and airways; importance of Elizabethville as an airport.
4. Plantation agriculture (brief treatment — compare to West Africa). Tropical lowlands — oil palm; cacao, rubber, cotton; tropical highlands (savanna) — coffee, tea, cattle ranches; sample study of one of preceding plantation.
5. Mineral and water power developments: development of minerals and water power in Katanga (copper, uranium, industrial diamonds); effect of mineral development on the native people of Katanga.

## UNIT VII: EAST AFRICA

1. Introduction: characteristics of plateau and coastal plain; description of climate and its effect upon natural vegetation: “Big Game Country”
2. Distribution of population of East Africa; political divisions.
3. Agriculture: The difference between the large European-owned plantations and the small African-owned farm; distribution of cash crops stressing the variety of tropical and sub-tropical crops; detailed study of cloves, sisal, pyrethrum; the cattle industry and its problems (the tsetse fly).
4. Development of mining and hydro-electric power: minerals — copper, lead, zinc; need for better transportation facilities especially railways (The Mombasa-Kisumu railway); development of ports at Mombasa, Dar-es-Salaam, Mozambique, Beira; Transportation on Lake Victoria, L. Tanganyika, L. Nyasa.
5. Problems in East Africa: conflict between European settlement and native Africans; emergence and independence of new countries.

## UNIT VIII: SOUTH AFRICA

1. Introduction: a region of varied topography and many occupations studied with the use of visual media including the use of the cross section: map study to establish political units of the region and their major cities.
2. Agriculture: description of farming in — The Capetown region, the Natal region, the Veldt, explanation of distribution of farming with reference to landforms, climate and vegetation; markets; problems.



3. Mining: distribution of such minerals as gold, diamonds, coal; mining methods and conditions; native labour; development of Johannesburg and other centres; railways linking mining areas with coastal cities; importance of mining to prosperity of the Union of South Africa.
4. Population: region with many peoples — Zulus, Hottentots, Bushmen, Dutch (Boers), English, Afrikaners, Cape Coloureds, Indians, proportion of European to African; interdependence of groups; apartheid.

## **UNIT IX: SYNTHESIS AND REVIEW (Optional)**

In this unit the students get a second look at the continent of Africa as a whole. The ideas in this unit should be developed as much as possible through use of knowledge gained by students in the regional studies.

### **1. Landforms, Relief, and Drainage**

Effect of landforms upon the development of Africa (transportation, settlement pattern, etc.); importance of rivers upon the development of Africa (transportation, power, irrigation, etc.); limited number of ports.

### **2. The Climates of Africa**

Climates of Africa determined by temperature and rainfall (See Atlas): indicate the typical natural vegetation of each region, note repetition of regions north and south of the equator.

### **3. Distribution of animals; relationship between distribution of animals and the climate and vegetation of the continent; the use of visual media to illustrate relationships.**

### **4. Distribution of Peoples**

Areas occupied by Hamite (Berber, Tuareg); Arab; Negro (Sudanese); (Pygmy, Bushman, Hottentot); Bantu (Zulu); isolated groups; a study of the distribution of population; reasons for the concentration of population on the lower Nile, the Guinea coast, the South Africa coast, and about Lake Victoria.

## **PART C: THE BRITISH ISLES**

### **UNIT I: THE SETTING**

1. World Setting: insularity; relationship to Western Europe and to world; great circle routes; world trade routes to and from Britain; prime meridian and time.
2. Local Setting: continental shelf and surrounding waters; size, shape and latitudinal position in relation to Ontario, New Zealand, and other selected places; political divisions; population compared to selected areas; distribution of population.

3. **Landscape and Drainage:** distribution and description of the scenic features of highland and lowland Britain; relation of surface features to underlying rocks and distribution of population; the drainage pattern emphasizing only major rivers and estuaries.
4. **Weather and Climate:** description of weather in Britain and reasons for it; a study of temperature and rainfall conditions and the controls which are responsible — latitude, insularity, North Atlantic Drift, air masses, surface features.

## **UNIT II: AGRICULTURE AND FISHING**

- (a) **Farm Studies:** selected sample studies of farms to illustrate; market garden and fruit farming e.g. Southeast England; mixed farming with emphasis on grain growing e.g. Anglia; mixed farming with emphasis on dairying e.g. Southwest England, Ayrshire; pastoral farming in highland areas and to emphasize size of farms, nature of work on the farms, relationship of crops to land features, climate, soil, market needs.  
**Land Use:** using the sample studies, develop a generalized land use map of Britain; a study of the reasons for this pattern.  
**Place of agriculture in the economy of the British Isles;** inability to produce sufficient foodstuffs for local markets; reliance upon imported foodstuffs such as wheat and tropical food products.
- (b) **Fishing:** necessary to supplement food supply; reasons for abundance of fish in surrounding waters; main fishing grounds; methods of fishing; types of fish caught; fishing ports (brief treatment).

## **UNIT III: INDUSTRIAL BRITAIN**

1. **Industrial Regions:** Lancashire and Merseyside; The Potteries; the Midlands; Tyneside; South Wales, Clydeside; Dublin; reasons for location; brief story of growth; specialization of industry; markets.
2. **Trade:** importance — necessary for survival; raw materials and foods imported; manufactured products exported; trade relationships with major areas of world including Canada; common Market (E.E.C.).
3. **London:** the Heart of Britain; economic study of the growth and development of Britain's capital. This may be used to summarize the economic activities of the British Isles.

## **GEOGRAPHY**

### **Grade 10**

#### **LANDS AND PEOPLES OF EURASIA**

The last year of the Intermediate Division completes a four-year survey. The student began with a study of Canada in Grade seven, continued with regional studies of United States and Latin America in Grade eight, and proceeded to the regions of the Grade nine course as outlined. In the completing year of this sequence the student analyzes the world's most populated and complex land mass which illustrates a wide diversity of economic, social and historic development.

#### **UNIT I: INDUSTRIAL WESTERN EUROPE**

The study of this vast industrial region should indicate a pattern of growth based on natural resources, concentration and distribution of population, diversity of language and religion, productivity, and the development of both overseas and European markets.

##### **Location and Setting of the Western European Nations:**

the diversity of Western Europe's topography and rivers;  
climatic characteristics, controls and influence.

##### **Production of Food:**

a few sample studies to show regional specialization (e.g. Aquitaine Basin, Paris Basin, Polder Lands, Rhine Valley, Northern Germany); agriculture related to land features, climate, market needs.

##### **Industrial and Commercial Diversity:**

natural advantages for industrial development;  
studies of one or two industrial concentrations e.g. Ruhr, Franco-Belgian, Lorraine-Saar, Saxony;  
diversified commercial centres;  
potentialities and problems.

##### **Trade and Transportation:**

Importance of trade to this area;  
transportation facilities and major ports;  
trading groups and their significance;  
Canada's trade with Western Europe (point out local and provincial trade with Western Europe). (Some time could be profitably spent in a review of Canadian industry and industrial areas as a comparison or yard stick).

## UNIT II: NORDEN (Northern Europe)

A northern region where the environment and resources have had a significant influence upon the development of different economies.

### Setting:

a varied landscape and climate;  
population distribution in relation to landforms, resources and climate.

### Economy: Sample studies to show

Norway — the fishing industry;  
merchant marine;  
fiord farms and communities.

Sweden — specialized industry based on mineral, power, and forest resources.

Finland — the foresters of Europe.

Denmark — intensive agriculture with emphasis upon co-operatives. (A comparison may profitably be made between the fiord coastlines of British Columbia and Norden establishing reasons for similarities and differences in their economic development).

## UNIT III: EAST CENTRAL EUROPE

A region where cultural and political complexity is matched by physical diversity.

### Setting:

surface features — northern plain, central mountain zone, Danube plains, southern mountain zone.

### Agriculture:

dominant role of agriculture in the plains and plateaus e.g. the plains along the Danube and the Vistula. Since many of the people in the region live in agricultural villages a study of a typical village is suggested.

### Resources and Industrial Development:

significance of industrial expansion in areas such as Silesia and the Bohemian Plateau based upon the mines, forests, farms and state control.

## UNIT IV: MEDITERRANEAN EUROPE

Emphasis should be directed toward the geographical limitations and advantages of the Mediterranean environment. The general problems of the area should be illustrated with specific examples.



**Introduction:**

a study of such factors as the distinctive climate;  
 the inland sea;  
 landscape chiefly mountainous and hilly with small coastal and river plains, and islands;  
 ribbon of population between the mountain rim and the sea;  
 the varied and abundant harvests which have helped this area to become the cradle of western civilization.

**Agriculture:**

a teacher should bring out the characteristic features of Mediterranean agriculture which reflect the topography, the climate, population pressure and establish the fact that "The Mediterranean farmer is truly a gardener";  
 a sample study of a typical crop (e.g. olive), a farm, or an agricultural community would help to establish the desired characteristics;  
 studies of agricultural regions e.g. Spain (Andalusia), Greece (Peloponnesus);  
 Agricultural problems: land ownership, rural poverty, employment and health, water and erosion, soil exhaustion.

**Industrial and Commercial Development:**

present location of industrial development;  
 reasons for limited development;  
 trade.

**The Tourists and the Cities:**

natural advantages as a tourist region;  
 studies of some cities as centres of interest.

**UNIT V: SOUTHWEST ASIA**

Water and oil, two basic resources, control very largely the life of man in this region.

**Setting:**

region of rugged highlands and few but important river basins;  
 the crossroads of continents;  
 significance of weather and climate.

**Sedentary Cultivators:**

sources of water (rivers, wadis, wells, qanats);  
 dates, a typical oasis crop; study of Mesopotamia as an oasis;  
 Israel.

**Nomadic Herders:**

study of the wanderings of a Bedouin tribe, their way of life related to the physical conditions of the region.

16.

**Oil:**

location and production of oil fields;  
distribution and markets;  
known reserves;  
significance to oil industry of world.

**Crossroads:**

early caravan and sea routes become modern crossroads of commerce with luxury goods being replaced largely by the raw materials of industry.

**Historical and Religious Significance:**

early civilizations, home of three great religions;  
new nations and territories (a teacher might have an appropriate study of Israel or Jordan or other selected country).

**UNIT VI: THE SOVIET UNION**

An almost self-sufficient world power of growing economic and political importance influenced by position, size, population, economic resources, historical development and state planning.

**Setting:**

comparative size and position;  
significant characteristics of plains, plateaus, mountains, great rivers, climates, and vegetation regions;  
distribution and diversity of Soviet population.

**Soviet Agriculture:**

a study of agricultural practices and crops according to vegetation regions;  
organization of farms;  
recent changes in agriculture.

**Industrial Development:**

endowments of power, mineral, and forest resources;  
industrial development in older and newer regions;  
significance of governmental control, distance, transportation facilities, markets.

**Conclusion:**

emergence of the Soviet Union as a major world power;  
economic comparison with Western Europe or North America.

## UNIT VII: THE INDIAN SUBCONTINENT

A land of great cultural heterogeneity with widest contrasts where ignorance and poverty are countered by wealth and spiritual insight.

### Population:

elementary relationships between population distribution and political division, culture, landforms, and water supply;  
a land of villages;  
population pressure upon the arable land;  
the Islamic and Hindu communities.

### Agriculture:

the Indian Monsoon and its effect upon agriculture and the life of the people;  
agriculture in the Ganges basin and delta, the Indus basin, the Deccan;  
perennial problems of water supply and famine and attempted solutions.

### Manufacturing:

traditional village production;  
modern industrial development, for example, steel industry in Damodar valley, cotton industry at Bombay, jute industry at Calcutta;  
benefits of industrial development.

### Problems:

political and border problems;  
over-population;  
extent and effects of poverty, malnutrition, and lack of education.

## UNIT VIII: THE FAR EAST

A vast region with problems of over-population, its mainland undergoing rapid changes in reforms and industrial development.

In this unit only two topics will be suggested. Some teachers may wish to study the unit more completely.

### River Valleys of China:

a study of one of the great river valleys of China to illustrate the significance of agriculture and its various practices – intensive farming, multiple cropping, terracing, irrigation, lack of mechanization;  
rice culture;  
distribution of other crops;  
development of communes.

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**Japan, an Example of Industrialization:**

limitations imposed by the physical environment;  
extent of industrial resources and power;  
manufacturing and trade;  
Japan's relationships with overseas areas.

**UNIT IX: SOUTHEAST ASIA**

An equatorial region of peninsulas and islands showing considerable homogeneity and with problems of over-population.

**Setting:**

analysis of position, surface features, political divisions;  
description of climate and vegetation;  
distribution of population varying from scattered forest settlements to densely populated fertile lowlands.

**Agriculture:**

native subsistence farms and shifting cultivation;  
commercial plantations of rubber, rice, palm oil, and sugar cane.

**Other Resources:**

forests of teak, mahogany, bamboo, palm;  
minerals – tin, tungsten, lead and zinc, oil;  
extent of development and importance.

**Problems of Self-Determination:**

for the new nations – Viet Nam, Laos, Cambodia, Burma, Indonesia;  
over-population;  
spread of Communism;  
need for industrial development and extension of trade.

**UNIT X: THE PEOPLES OF THE GREAT LAND MASS**

**Population:**

total population;  
distribution and densities;  
relationship between distribution and such elements as surface features, climate;  
divisions of the basis of race, culture, colour, political system.

**Problems:**

areas where population problems exist – India, Ceylon, Italy, China, Western Europe;  
population changes and trends.



## GEOGRAPHY

### Grade 11

#### REGIONAL AND ECONOMIC GEOGRAPHY OF CANADA AND THE UNITED STATES

#### UNIT I: LOCAL STUDIES OF THE HOME REGION OR COMMUNITY

Geography is concerned with the characteristics of places and regions with respect to their location in relation to other places and to their variable natural and cultural phenomena which distinguish one place from another, and also geography is concerned about the interaction between places. However, we must remember that the characteristics of places are in continual evolution.

Geographical study begins with the local community or home region. Part of the pupil's geographical knowledge should include skills already mastered in the course of study. Skills are not always easily distinguished from content. A pupil may learn at this level the elementary structure of geography and the methods used by professional geographers. Science observes and experiments in the laboratory with its subject-matter but a true geography laboratory is the local community, school district or home region. This is the area in which basic geographical ideas and experiences are gained. The teacher must determine the boundaries of the area for study. Generally the area must be accessible to the school. Because much of the available material for reference or study purposes such as the census, commission reports, and surveys are based upon civic units, a class may define their region by such criteria.

It is hoped that this outline may encourage the teacher to develop courses which are as practical as possible. Field work even for one or two periods at a time is an indispensable part of this course. Some of the field work may be conducted after regular school hours; however, it is profitable to allot regular periods for conducting simple traverses and field observation.

#### **The Setting**

the location of the region in relation to neighbouring communities and the province;

factors governing the location and site; (A brief study may be made of the landforms drainage, water-table, climatic and vegetational characteristics. A class should keep a daily record of the weather).

the historical development and traditions of the community.

#### **An Elementary Study of Land-use Methods in the rural and/or urban region**

reading and interpretation of maps, ground photos, oblique and vertical air-photographs;

how to observe, classify, record and interpret observable phenomena by simple traverse, field observation or regional study;

using statistical and library references about the community or region. (i.e. Year-book, Census reports of government branches and agencies), land-use and planning survey reports, telephone books, etc.;

mapping and recording selected types of features, or phenomena;  
making simple maps and charts, using base maps, and preparing displays;

interpreting and analysing the community, as discovered by the research and field observation;

sample studies of one or more local and significant occupations, or industries, or farms.

#### **The Regional or Community Development:**

conservation;  
economic and social development.

### **UNIT II: EASTERN INDUSTRIAL REGION**

This region, a very important one in the economic and cultural life of the two countries, is shown on the accompanying map. Students should realize that about  $\frac{3}{4}$  of those engaged in manufacturing,  $\frac{2}{3}$  of those in transportation, finance, and real estate, and  $\frac{3}{5}$  of those employed in mining, construction, wholesale and retail trade, business, and public administration live and work in this region. Through various geographical studies, the students should understand why this has become the industrial heartland of North America. It will become more evident as they study such things as distribution of resources, development of power, growth of transportation facilities, and rapid growth of urban areas.

To illustrate how manufacturing has developed in this region, the teacher may choose a few sample regions for more detailed study other than the local community,

- (a) Toronto — Hamilton — Niagara Falls
- (b) Montreal
- (c) Grand Valley
- (d) Southern New England
- (e) Central New York; Buffalo — Syracuse — Albany
- (f) New York City
- (g) The Chesapeake-Delaware Bay Region
- (h) Lake Erie — Pittsburgh — Ohio Valley
- (i) Southern Michigan and South-West Ontario
- (j) Western Lake Michigan: Chicago-Milwaukee

### **UNIT III: THE AGRICULTURAL REALM (including the agricultural lands of the Eastern Industrial Region)**

In this broad realm which can be divided into a number of regions such as the Wheat Lands, the Corn Belt, the Cotton Belt, the Atlantic Coast Cash Cropping Region, the Florida Peninsula, the Gulf Lowlands and so on, there is a great diversity with almost every crop of the mid-latitudes being produced in some abundance.

Students should understand why this diversity occurs. They should also understand why there are great variations in productivity. Throughout the broad realm the students will study sub-regions where typical farms are quite different — the small family farm, the highly prosperous diversified farm, and the commercial cash cropping farm.

Like an “overlay” on the Agriculture realm is the Eastern Industrial region, the growth of the industrial giant along with its tremendous urban population has had considerable effect upon the intensity of agriculture.

Before completing this study the student should assess the importance of the agriculture of this realm in relation to North America and to the world.

#### **UNIT IV: THE REALM OF PRIMARY PRODUCTION**

In this region the students will be introduced to a vast region of primary production sometimes referred to as the region of mining and pioneering.

The region, as the map indicates, occupies much of the Cordilleran region as well as the coniferous forest region of the southern Canadian Shield. For convenience in studying this realm, it can be subdivided into four large areas;

- (a) The Coniferous Forest Region
- (b) The Northern Mountain-Plateau-Basin region (forestry emphasis)
- (c) The Southern Mountain-Plateau-Basin region (emphasis upon irrigated crops and grazing)
- (d) The High Plains (grazing emphasis)

The students will appreciate also, that this realm is important for metallic mineral production. Examples of these mining areas can be studied as sub-regions within the broad realm — Schefferville, Mesabi, Sudbury, Anaconda, Butte, Kimberley.

In recent years transportation facilities throughout the northern part of this vast realm have improved considerably. Teachers will illustrate this by having students study such developments as the Pacific Great Eastern Railway, the Quebec North Shore Labrador Railway, the Alaska Highway, the Mackenzie Highway.

Agriculture is important in many valleys and basins of the cordillera where irrigation has been developed. This is especially true in the southern sections. Examples for study might include;

- (a) The Okanagan Valley
- (b) The Columbia Plateau
- (c) Great Salt Lake Region
- (d) Imperial Valley
- (e) San Joaquin Valley
- (f) Sacramento Valley

Through this study the students should realize the significant contribution of the Realm of Primary Production to the economies of the two countries.

#### **UNIT V: WESTERN INDUSTRIAL REGION**

The students should realize from their study of this region, which stretches from Vancouver to southern California, that there are both favourable and unfavourable factors which have aided and hindered progress in manufacturing. The availability of a wide variety of resources provides an industrial advantage of considerable significance. The geographical position has presented both advantages and disadvantages. Somewhat isolated from the Eastern Industrial areas, manufacturing



developed to supply the needs of a growing local market. Transportation facilities, especially transcontinental rail routes and the Panama Canal, have aided growth. With the growth of markets in the nations bordering on the Pacific Ocean, manufacturing has received further stimulus. The climate, also, has had considerable effect.

In order to understand the development of manufacturing in this region, the students might select one or more of the following sub-regions for detailed study:

- 1 — Lower Fraser Valley
- 2 — Puget Sound Industrial Region
- 3 — San Francisco Bay Area
- 4 — Los Angeles Basin

## **UNIT VI: THE NORTH**

A study of this region, as indicated on the map, will show that it lacks population. Everywhere in this region man maintains his existence by continuous effort. A study of the Eskimo's way of life will indicate to the students an amazing adaptation to the harsh living conditions of the Arctic, but also a recent and rapid change in the way of life as a result of increased contact with Americans or other Canadians.

Students should understand that inaccessibility and high transportation costs have hampered development in the past and will continue to hamper it in the future. Settlements are still isolated to a large extent, even though air travel has developed considerably.

In assessing the potential of the North, students will see that mining activities, although still limited, will make a most important contribution to the future economic development. They will also be guided to understand that the Northland has a great deal of strategic importance both military and commercial.

## **UNIT VII: SPECIAL TOPICS**

This unit is reserved for special topics which students and teachers wish to explore. Often the topics chosen will be those of current interest or of great importance to both countries. Examples are listed below:

- (a) The Columbia River Project
- (b) Trade Relations between Canada and the United States
- (c) Western Hemisphere Defense
- (d) Tourism in Canada and United States





ON THE ABOVE MAP THE REGIONS OUTLINED IN THE GRADE ELEVEN COURSE ARE SHOWN. IT IS IMPORTANT TO REMEMBER THAT WITHIN THE AREAS DESIGNATED AS INDUSTRIAL REGIONS ARE SOME OF THE IMPORTANT AGRICULTURAL AREAS. DOTTED LINES INDICATE SUBDIVISIONS OF THE AGRICULTURAL REALM AND THE REALM OF PRIMARY PRODUCTION.



## GEOGRAPHY

### Grade 12

## ECONOMIC GEOGRAPHY

In this world, as it is today, where people are so closely linked, so easily in reach with one another, no country, no nation can exist by itself.

In this final year of geography, the students should study how people in the different parts of the world are using their natural resources, that is, nature's gifts of soil, forests, minerals, and water. These natural resources are not inexhaustible. Students should be aware of what mankind is doing to ensure that the same good gifts of nature will be available to future generations.

With the growth of cities and rapid urbanization in many parts of the world, there is much more concern about urban geography. Students should understand the processes of urban growth and related problems.

A study of this kind is not complete without a look at man and his population patterns, and some explanation of why some areas swarm with inhabitants while others are virtually empty. With the population explosion of this century there are many related problems to solve.

### **Introduction: Growth of World Population**

Thinly peopled areas  
Densely peopled areas  
Living space in representative areas  
Area in proportion to population  
Balance between food and population

## **UNIT I: RESOURCES OF IMPORTANCE IN OUR ECONOMIC WORLD**

### **1. Soil, A Basic Resource**

- (a) Soil: what is soil? Soils around the world.
- (b) Food Crops: (i) Tropical and Subtropical, rice, sugar, coffee, cacao, tea, banana  
(ii) Mid latitude, wheat, corn, fruits
- (c) Fibre and Non-food crops: (i) Tropical and subtropical, cotton, sisal, jute  
(ii) Mid latitude, flax
- (d) Grazing lands: cattle, sheep

### **2. Treasure in Trees**

- (a) Types of forests around the world.
- (b) Tropical forests and their products: (i) lumber for furniture, etc.  
(ii) other products, nuts, chicle, rubber
- (c) Coniferous forests and their products: (i) pulp and paper industry

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### 3. Harvest of the Seas

- (a) Fishing grounds of the World
- (b) Methods of fishing and processing; modernization in the industry.
- (c) Sample studies of salmon, whaling, etc.
- (d) Miscellaneous products – seaweed, salt, magnesium.

### 4. Mineral Resources (Non-energy)

- (a) Iron Ore
- (b) Non-ferrous: copper, lead, zinc, aluminum, nickel, gold, silver, tin
- (c) Non-metallic: salt, sulphur, building materials
- (d) Problems of developing mineral resource areas. (Include a study of how mines are discovered and financed).

### 5. Power for Industry

- (a) Sun: fundamental source of energy, future possibilities.
- (b) Earliest power: humans, animals.
- (c) Pre-industrial: wood, wind, water.
- (d) Early industrial: coal
- (e) Modern industrial: coal, electricity, oil, natural gas, nuclear fuel.
- (f) Power developments in Canada.

### 6. Conservation of Renewable Natural Resources

- (a) Conservation in a local watershed.
- (b) Soil Conservation.
- (c) Forest Conservation.
- (d) Water Conservation.
- (e) Conservation by industry.
- (f) Conservation of recreational areas.

## UNIT II: LOCATION OF MANUFACTURING

### 1. Geographical Factors in the Location of Manufacturing

- (a) Types of manufacturing:
  - (i) Home industries, prevalence throughout the world and typical examples such as pottery, carving, weaving, rug making, metal working.
  - (ii) Simple industries (changing the form of material for later processing): saw mills, flour mills, tanneries.
  - (iii) Complex factory industry: power machines, manufacture of parts, assembly lines.
- (b) Factors affecting industrial location or choice of site: sources of power, raw materials, availability of water, labour, capital, markets, transport, human element.



## (c) Application of the factors of industrial location:

- (i) To specific commercial establishments – gasoline station
  - supermarket
  - bakery
  - other community industry
- (ii) To specific industry – e.g. automobile industry (bring in steel industry)
- (iii) To major industrial regions

Students should try to discover why an industry started in a certain location, why and how it has grown, why it remains today.

## 2. The Steel Industry of the World

- (a) Iron and steel production
- (b) The making of iron and steel; of ferro-alloys
- (c) Studies of selected industrial regions – Ruhr, Tyneside, Pittsburgh, Lorraine, Damodar Valley, Osaka (Compare with Hamilton).

**UNIT III: SETTLEMENT IN RELATION TO NATURAL ENVIRONMENT**

## 1. Factors underlying the siting and distribution of settlement

- (a) Factors: shelter, slope, water supply, possibility of flooding defence, communications, agriculture, industry, human wishes.
- (b) Analysis of these factors by map interpretation.

## 2. Housing in relation to climate, available materials, tradition, culture

## 3. Rural Settlements

- (a) Dispersed settlement: farmsteads in Southern Ontario, Prairie Provinces.
- (b) Farm-villages: Quebec, Germany, India.
- (c) Non-agricultural.

## 4. Urban Settlements

- (a) Settlement with predominant functions; commercial, manufacturing, administrative, cultural, defence, zoning.
- (b) Settlement with diversified functions; Montreal, Toronto, New York, London, Sydney – “Millionaire” cities.
- (c) Comparison of representative patterns; evolution of an urban centre.

## 5. Land Use

- (a) Elementary land use principles – high density, low density settlements.
- (b) Agricultural land use.
- (c) Urban land use.
- (d) Fringe growth.
- (e) Recreational land use.
- (f) Problems of creating aesthetic living.

#### UNIT IV: TRANSPORTATION AND COMMUNICATION

1. Transportation: movement of staple products to industrial areas and of manufactured goods from industrial areas.
  - (a) Water:
    - (i) Ocean – types of vessels (tramps, cargo liners), global trade routes, Suez and Panama Canals.
    - (ii) Inland water routes using rivers, lakes, canals, transportation via St. Lawrence Seaway, Rhine, Volga.
  - (b) Land:
    - (i) Human portage – animal transport; highways and roads; road patterns in different areas; railways (coal, oil, electric); transcontinental rail routes; C.N.R., Trans-Siberian.
  - (c) Air:
    - (i) Mail, passenger, and freight service, air routes; airports; time and the international date line; great circle flying.
2. Communication: commercial importance of modern means – telegraph cable, telephone, radio, postal facilities, newspapers and other publications.

#### UNIT V: POPULATION

- (a) World map of population densities: world map showing income per capita in many countries.
- (b) Factors of population growth of a given area: birth rate, death rate, immigration rate, migration rate.
- (c) Application of the factors of population growth to a specific area: Canada, an Ontario county or township.
- (d) Problems of population distribution:
  - (i) density and migration (drift from rural to urban areas).
  - (ii) distribution of food and raw materials; surplus and deficiency areas.
  - (iii) programmes for the development of world resources; United Nations, Colombo Plan, Point Four Programme.

#### UNIT VI: WORLD PROBLEMS

1. Trade: European Common Market; Afro-Asian Bloc; tariff barriers; working toward larger trading areas.
2. The provision of adequate food supplies for an ever-increasing population. The work of F.A.O.
3. Raising the level of living throughout the World.
4. The provision of sufficient raw materials for the mounting and increasing variety of industrial development.
5. Learning to use natural resources wisely.



